



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3820 E Nisbet, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Diane Silvestri
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-6
Web Address : pvusd.k12.az.us
Phone Number : (602) 493-6050
Fax Number : (602) 493-6055
E-mail : dsilvestri@pvusd.k12.az.us

Mission

To provide a dynamic and high quality education in which students are encouraged and supported so that they may reach their potential and be prepared for a future in our multi-cultural society.

Values: Student Achievement, High Expectations, Personal Responsibility, Student Centered Focus, Celebrations of Success, Community and Diversity

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The create an environment where all students can be successful: Increase number of students meeting/exceeding academic standards; Flexible grouping; Additional academic assistance outside of classroom instruction; Bullying/Prevention Plan
- ü To achieve excellence in instruction with continued professional growth: Train staff in differentiated instruction; Implement Professional Learning Communities; Provide flexible scheduling for teachers to plan together frequently
- ü Develop a communication plan among staff and community which will increase and encourage community and parent partnership: Sharing of learning goals; Parent Liaison; Parent Volunteers; Opportunities for business partnerships; Build strong PTA
- ü To increase knowledge and application of skills in the use of technology for the Arrowhead Community: Staff will implement learning activities for students using technology; Develop school website to include teacher links; Classes for community

Enrollment

October 1, 2005 School Year Student Enrollment : 530
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 55

Instructional Programs

- Ü English Language Learner
- Ü Gifted and Talented Classes
- Ü On-site Special Education
- Ü Make My Day Citizenship
- Ü Free All Day Kindergarten
- Ü Flexible Grouping
- Ü Accelerated Reader

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To create an environment that is safe and where all students can succeed. To encourage and cultivate partnerships with our families for the benefit of all students.

Make My Day philosophy: No one has the right to interfere with the learning, safety or well-being of others. Students are expected to do what is expected and do it the best that they can.

Parents

Responsibilities include an open line of communication between home and school; awareness of student progress; student citizenship; daily school attendance; participation in school programs/functions; participation in home-school reading programs. All parents complete a home-school compact to support student success.

Transportation Policy

Service areas: Kindergarten--one-half mile; grades one through six--one mile. Arrowhead's boundaries are north-- Bell Road; east--40th Street; south--Acoma and Hearn; west--32nd Street.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü NASA EXPLORER SCHOOL	2005
Ü Finalist Presidential Math Award	2002
Ü Actuarial Foundation Grant	2002
Ü Rodel Foundation Award for Teacher Excellence	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2516	80010	100	99	99	447	464	447	11	7	10	14	13	18	58	51	53	17	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1236	38935	100	100	99	449	462	447	10	7	9	20	13	19	48	54	55	23	27	17
Male	31	1279	40974	100	98	98	444	465	448	13	7	11	6	13	18	71	48	52	10	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	37	556	34545	100	99	99	435	427	432	19	21	14	22	24	24	43	46	53	16	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	28	1762	35142	100	99	99	464	475	465	NA	3	5	7	9	11	75	52	56	18	36	28
Students with Disabilities	11	347	10161	100	93	93	445	440	419	NA	16	28	18	28	28	82	39	36	NA	17	8
Students without Disabilities	60	2169	69849	100	100	100	447	467	451	13	5	7	13	11	17	53	53	56	20	31	19
Limited English Proficient Students	16	244	14013	100	97	97	393	395	413	44	41	24	31	36	34	25	23	39	NA	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	52	599	39029	100	99	98	443	437	432	12	14	14	13	21	25	60	52	52	15	13	9
Non-Economically Disadvantaged	19	1917	40981	100	99	100	456	472	462	11	5	6	16	10	13	53	50	54	21	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2495	79438	100	98	98	440	466	451	11	7	9	32	15	24	46	60	56	10	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1227	38775	100	99	99	446	471	457	8	6	7	30	14	22	50	60	58	13	20	13
Male	31	1267	40560	100	97	97	434	462	446	16	9	12	35	16	25	42	61	54	6	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	37	550	34297	100	98	98	430	426	434	19	23	14	32	29	31	43	44	50	5	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	28	1748	34887	100	98	98	459	479	471	4	3	4	21	11	15	57	65	63	18	22	18
Students with Disabilities	11	329	9588	100	88	88	434	438	416	18	20	30	36	29	32	36	41	34	9	10	5
Students without Disabilities	60	2166	69850	100	100	100	441	470	456	10	5	7	32	13	23	48	63	59	10	18	12
Limited English Proficient Students	16	239	13856	100	95	96	387	385	407	38	49	27	50	38	43	13	13	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	52	588	38685	100	97	97	436	437	435	12	17	14	37	26	32	44	52	50	8	6	5
Non-Economically Disadvantaged	19	1907	40753	100	99	99	453	475	467	11	5	5	21	12	16	53	63	62	16	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2525	79971	96	99	99	427	446	423	6	4	8	32	27	41	62	63	49	NA	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1240	38974	95	100	99	441	459	437	3	2	5	21	21	33	76	68	57	NA	9	4
Male	30	1284	40895	97	99	98	409	433	410	10	6	10	47	33	47	43	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	34	556	34481	92	99	99	424	409	410	6	12	10	35	41	46	59	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	28	1773	35150	100	99	99	436	457	437	7	2	5	21	23	35	71	69	56	NA	7	5
Students with Disabilities	11	361	10258	100	97	94	412	408	377	9	13	23	36	42	51	55	43	25	NA	2	1
Students without Disabilities	57	2164	69713	95	100	100	430	451	429	5	3	5	32	25	39	63	66	52	NA	6	3
Limited English Proficient Students	13	241	13985	81	96	97	422	369	382	NA	22	18	69	59	54	31	19	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	50	602	38994	96	99	98	428	415	409	6	9	10	32	44	47	62	45	41	NA	2	1
Non-Economically Disadvantaged	18	1923	40977	95	99	100	425	455	437	6	3	5	33	22	34	61	68	56	NA	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2517	80147	100	99	99	490	502	482	11	7	11	6	10	17	51	46	49	31	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1217	39281	100	99	99	485	503	483	9	6	9	9	11	17	59	45	50	24	38	24
Male	46	1297	40780	100	99	98	493	502	482	13	7	12	4	9	17	46	47	48	37	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	52	554	33494	100	98	99	488	470	466	12	16	15	6	20	23	52	45	49	31	19	14
Asian/Pacific Islander	--	79	2103	--	100	99	--	525	515	--	1	4	--	3	8	--	51	44	--	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	25	1761	36122	100	99	99	491	514	501	12	3	5	8	6	10	48	46	50	32	45	35
Students with Disabilities	13	375	10295	100	95	92	442	461	443	38	24	33	23	20	26	31	40	33	8	16	8
Students without Disabilities	67	2142	69852	100	100	100	499	509	488	6	4	7	3	8	16	55	47	51	36	41	26
Limited English Proficient Students	16	198	12722	100	98	97	451	428	441	31	37	27	13	32	33	44	29	37	13	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	61	610	38371	100	97	97	485	470	465	11	15	15	7	19	23	54	50	49	28	16	13
Non-Economically Disadvantaged	19	1907	41776	100	100	100	505	513	498	11	4	6	5	7	11	42	45	49	42	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2496	79686	100	98	98	465	488	470	15	7	11	14	14	24	65	63	57	6	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1211	39163	100	99	99	461	494	475	12	6	9	21	12	22	62	63	60	6	19	10
Male	46	1282	40438	100	97	97	468	483	465	17	9	13	9	16	25	67	63	54	7	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	52	549	33299	100	97	98	457	452	452	17	22	17	19	28	32	60	45	47	4	5	3
Asian/Pacific Islander	--	79	2097	--	100	99	--	505	490	--	NA	5	--	5	13	--	81	68	--	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	25	1746	35914	100	98	98	477	500	489	12	3	5	4	9	15	76	68	67	8	19	14
Students with Disabilities	13	353	9808	100	89	87	420	451	432	54	25	35	15	27	32	31	42	30	NA	6	3
Students without Disabilities	67	2143	69878	100	100	100	474	494	475	7	4	8	13	12	23	72	67	61	7	17	9
Limited English Proficient Students	16	195	12594	100	97	96	409	408	422	50	51	34	31	36	45	19	12	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	61	601	38095	100	96	97	458	454	452	16	19	17	18	26	32	62	50	48	3	5	3
Non-Economically Disadvantaged	19	1895	41591	100	99	99	490	499	486	11	4	6	NA	10	16	74	67	65	16	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2507	80372	99	99	99	482	500	475	5	3	4	19	16	30	76	75	64	NA	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1217	39452	100	99	99	492	511	488	3	2	3	9	11	22	88	79	72	NA	9	3
Male	45	1287	40836	98	98	98	474	490	464	7	3	6	27	21	37	67	72	56	NA	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	51	551	33608	98	98	99	480	467	462	6	7	6	20	30	36	75	62	57	NA	1	1
Asian/Pacific Islander	--	79	2098	--	100	99	--	520	500	--	NA	2	--	8	16	--	80	75	--	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	25	1754	36213	100	99	99	482	510	489	4	1	2	20	12	22	76	79	72	NA	8	3
Students with Disabilities	13	370	10526	100	94	94	433	455	427	15	9	15	54	43	53	31	46	31	NA	1	1
Students without Disabilities	66	2137	69846	99	100	100	491	508	482	3	1	3	12	12	26	85	80	69	NA	7	2
Limited English Proficient Students	15	193	12747	94	96	97	421	416	432	20	17	12	40	53	52	40	31	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	60	608	38521	98	97	98	478	468	461	5	7	6	22	31	38	73	61	55	NA	2	1
Non-Economically Disadvantaged	19	1899	41851	100	99	100	494	511	489	5	1	3	11	12	22	84	80	72	NA	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2706	79306	99	99	99	502	519	504	7	8	13	22	15	20	60	50	49	11	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1326	38845	98	99	99	505	519	505	7	7	11	14	16	20	71	52	50	7	25	18
Male	43	1379	40383	100	99	98	499	520	504	7	9	14	30	15	19	49	49	47	14	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	57	622	32673	98	100	99	490	485	487	7	18	18	32	30	25	56	42	46	5	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	23	1893	36234	100	99	99	529	531	523	4	5	6	NA	10	13	74	53	52	22	33	28
Students with Disabilities	NC	358	10286	NC	95	91	NC	477	462	NC	32	41	NC	23	27	NC	37	27	NC	9	5
Students without Disabilities	78	2348	69020	99	100	100	503	525	510	8	4	9	21	14	18	60	52	52	12	29	21
Limited English Proficient Students	13	182	10291	93	99	96	455	450	458	23	45	38	46	38	34	31	16	26	NA	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	72	709	37437	99	99	97	500	489	486	7	16	19	25	28	26	57	45	46	11	11	9
Non-Economically Disadvantaged	13	1997	41869	100	100	100	514	530	521	8	5	7	8	11	14	77	52	51	8	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2702	79000	99	99	98	480	503	489	14	7	10	26	17	24	56	63	58	4	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1321	38774	98	99	99	496	510	494	2	5	7	26	15	22	64	64	61	7	16	10
Male	43	1380	40150	100	99	98	466	497	485	26	9	12	26	18	25	49	62	55	NA	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	57	623	32508	98	100	98	468	469	472	19	17	15	32	34	33	47	47	49	2	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	23	1888	36135	100	99	98	508	515	508	4	4	4	9	10	14	83	68	67	4	18	15
Students with Disabilities	NC	352	9991	NC	94	88	NC	464	449	NC	25	33	NC	29	36	NC	41	29	NC	5	2
Students without Disabilities	78	2350	69009	99	100	100	485	509	495	9	4	6	27	15	22	60	66	62	4	15	10
Limited English Proficient Students	13	182	10199	93	99	95	420	426	439	77	55	35	15	34	47	8	10	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	72	708	37234	99	99	97	479	476	472	15	14	15	28	32	33	53	49	50	4	4	3
Non-Economically Disadvantaged	13	1994	41766	100	99	99	491	513	505	8	4	5	15	11	16	77	67	65	NA	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2704	79611	99	99	99	513	516	496	6	4	7	14	24	37	80	70	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1330	39016	98	100	99	524	529	511	5	3	4	7	17	29	88	77	66	NA	3	1
Male	43	1373	40519	100	99	98	502	505	482	7	6	10	21	31	44	72	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	57	620	32855	98	99	99	509	488	481	5	8	10	18	39	43	77	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	23	1892	36380	100	99	99	519	526	511	9	3	4	9	20	30	83	75	65	NA	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	78	2345	68947	99	100	100	515	524	504	5	2	4	12	21	34	83	75	61	NA	2	1
Limited English Proficient Students	13	181	10362	93	99	97	436	425	438	23	24	22	54	62	57	23	14	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	72	706	37626	99	98	98	513	489	479	6	8	10	13	38	45	82	53	45	NA	1	0
Non-Economically Disadvantaged	13	1998	41985	100	100	100	512	526	511	8	3	4	23	19	30	69	76	65	NA	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2629	79327	97	99	98	499	535	518	24	10	19	26	15	20	47	52	46	3	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1291	38961	100	99	98	499	538	520	21	9	16	32	15	20	45	54	48	3	23	16
Male	38	1337	40295	95	99	97	499	533	516	26	12	21	21	15	19	50	51	44	3	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	41	546	32327	100	99	98	494	503	499	29	23	27	22	25	25	49	44	41	NA	8	8
Asian/Pacific Islander	--	84	1939	--	99	99	--	558	556	--	4	6	--	10	10	--	55	47	--	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	29	1879	36373	97	99	98	506	545	538	17	6	10	31	12	14	45	55	52	7	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	67	2286	70006	100	100	100	504	543	524	19	6	14	25	13	19	52	56	49	3	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	56	618	37097	97	98	97	491	504	498	27	21	27	29	24	25	45	48	41	NA	7	7
Non-Economically Disadvantaged	20	2011	42230	100	99	99	520	545	535	15	7	11	20	12	15	55	53	50	10	27	24

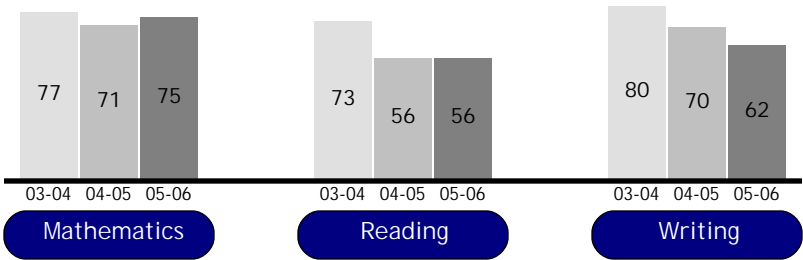
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2634	79501	100	99	98	481	513	497	10	6	10	35	17	25	55	70	60	NA	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1296	39062	100	100	99	483	519	502	8	4	8	34	15	23	58	72	64	NA	10	5
Male	40	1337	40368	100	99	98	480	507	491	13	8	13	35	19	27	53	69	57	NA	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	41	545	32389	100	99	98	474	482	478	12	15	16	41	34	34	46	48	48	NA	3	1
Asian/Pacific Islander	--	84	1936	--	99	99	--	527	519	--	1	3	--	12	14	--	77	73	--	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	30	1885	36446	100	100	99	491	522	516	10	3	4	23	12	15	67	76	73	NA	9	7
Students with Disabilities	11	349	9411	100	96	88	436	468	453	36	24	36	64	34	36	NA	41	26	NA	1	1
Students without Disabilities	67	2285	70090	100	100	100	489	519	502	6	3	7	30	14	24	64	75	65	NA	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	58	620	37183	100	99	97	474	485	479	14	14	16	38	29	34	48	55	49	NA	2	1
Non-Economically Disadvantaged	20	2014	42318	100	100	99	502	521	513	NA	3	5	25	13	17	75	75	70	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2642	80000	99	100	99	569	587	564	1	1	3	8	6	11	90	74	75	1	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1295	39288	100	100	99	576	602	579	3	1	2	3	3	6	95	71	77	NA	26	16
Male	39	1346	40644	98	100	98	563	572	549	NA	2	4	13	9	15	85	78	74	3	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	41	549	32672	100	99	99	568	561	548	2	3	4	5	10	14	93	81	76	NA	6	6
Asian/Pacific Islander	--	85	1945	--	100	99	--	611	592	--	NA	1	--	1	4	--	66	69	--	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	29	1886	36602	97	100	99	576	594	579	NA	1	2	7	5	7	90	73	75	3	22	16
Students with Disabilities	10	357	9919	91	98	93	NA	535	505	NA	4	9	NA	26	35	NA	67	54	NA	2	2
Students without Disabilities	67	2285	70081	100	100	100	576	594	571	1	1	2	3	3	7	94	75	79	1	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	57	620	37534	98	99	98	563	561	547	2	2	4	11	11	15	88	80	76	NA	6	5
Non-Economically Disadvantaged	20	2022	42466	100	100	100	586	594	578	NA	1	2	NA	4	7	95	73	75	5	22	16

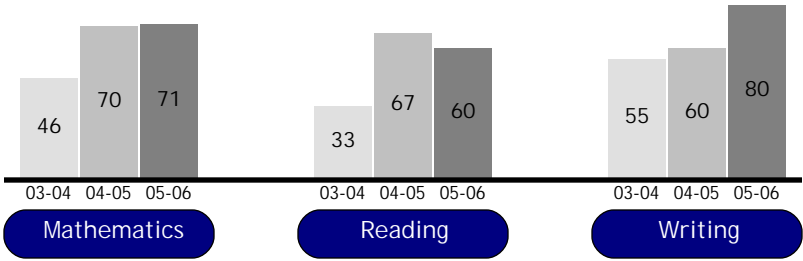
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	70	NA	58	100	43	55	47	100	50	56	46
	Language	99	54	59	50	100	45	55	47	100	70	58	48
	Mathematics	99	73	68	64	100	48	56	50	100	65	58	52
3	Reading	99	56	NA	55	96	38	56	44	100	43	61	46
	Language	99	63	69	61	96	39	55	44	100	43	58	46
	Mathematics	99	66	69	61	97	48	60	51	100	52	63	52
4	Reading	100	51	NA	56	98	47	58	48	100	46	65	52
	Language	100	52	63	52	98	49	57	49	100	52	65	52
	Mathematics	100	57	72	61	99	59	61	53	100	56	70	58
5	Reading	100	41	NA	55	97	46	58	50	100	48	65	56
	Language	100	43	60	49	97	49	59	50	100	52	65	54
	Mathematics	100	54	72	63	97	47	57	49	100	50	63	52
6	Reading	100	45	NA	56	100	46	61	51	100	43	67	56
	Language	100	37	61	48	100	41	57	47	99	41	61	50
	Mathematics	100	51	76	66	100	43	62	52	97	41	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Arrowhead Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Vision-Mission-Values
- ü Student Achievement
- ü School Safety Issues
- ü Technology
- ü Surveys
- ü Business Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.60
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	0	0
4 to 6 years	3	3	0	0
7 to 9 years	2	1	0	0
10 or more years	2	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Center Pod Area Common to Grade Levels
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Phoenix Activity City (PAC)
- ü Chorus
- ü Black Stallion Reading Club
- ü Geology Club
- ü Strings (Instrument) Club
- ü Homework Club
- ü Math Academy

Social Services

- ü After School Program
- ü Dental Care
- ü Counseling Services/Support Groups
- ü Parent Liason

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü NASA Explorer School-Arrowhead was selected as one of the 2005 NASA Explorer schools. This is a very prestigious honor as only 50 schools in the country are picked every year.
This partnership will give our students opportunities to explore!
- ü Offering English as a Second Language for adult members of the community. (Adult Literacy) Classes are offered twice a week.
- ü Exchange City (Junior Achievement for Grade 6)
Exchange City is a program where each 6th grade student experiences the responsibilities and opportunities of citizenship and entrepreneurship in a free enterprise system.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Make My Day schoolwide citizenship program; student support groups; increased time for school social worker on campus; Block Watch; traffic monitors around school; specific crisis plan/team; lock-down and evacuation drills; fencing built to insure greater safety around school perimeter.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mrs. Diane Silvestri	(602) 493-6054
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Diane Madrid	(602) 493-6050
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Cindy Zucco	(602) 493-6051
Student Health/Nurse	Virginia Sakas	(602) 493-6053

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.